

F-8 Guide Steps for Prior Written Notice Checklist

Use this form to document that the prior written notice (PWN) was provided to the parents of a student with disabilities before changing or refusing to change the identification, evaluation, placement, or the provision of FAPE. Review both the timely distribution of the PWN and whether all required components were included. See IDEA § 614(b)(1) and 34 CFR §300.503 for further clarification.

The following is a guide for the number and types of files to review using the F-8. Use an adequate representative sample.

Number of special education files using F-1	Less than 25	Less than 50	More than 50
Number of files using F-8	8–10	10–12	1–2 from each school in the district
Sample selection and codes:			
Initial Placement (IP)	1–3	2–3	3–5
Early Childhood ¹ (EC)	1–2	1–2	3–5
Reevaluation ² (RE)	1–3	2–3	4–6
Phased Out (PO)	1–2	1–2	2–4
Discipline (DIS)	1–2	2–3	3–5
Continuing Student ³ (CS) (including Graduated Students)	1–2	2–3	3–5

¹Early childhood samples should be collected from preschool students who are aged 4 and under by the date of the monitoring.

²Reevaluation samples are from those students who have had a reevaluation within the last 12 months.

³Continuing students are those that had an annual review of their IEP but no evaluation was necessary in the last twelve months and includes students who have graduated with a regular diploma.

SOF Location	Instructions
No Citation	<p>Select a file in accordance with the file selection criteria.</p> <p>Method: Record the student's name, DOB, and census number on the top of the F-8. Also, record the language of the home as evidenced by an original source. (This may or may not be the language of the student.)</p> <p>Record file sample code (IP, EC, RE, PO, DIS, or CS) in the first available box at the top of the form, next to the words <i>File Sample Code</i>.</p>

SOF Location	Instructions
No Citation	<p>Determine when the prior written notice (PWN) should have been distributed in the last 12 months for the type of file being reviewed.</p> <p>Method: Using the charts below, match the Sample Codes and record on the F-8 the correct times PWN should have been given in the special education process within the last 12 months. Each time a PWN should have been issued is a separate call.</p> <p>Place an X in the box next to the actions that should have been taken, each in a separate column. See examples below.</p>

File Sample Code: IP = Initial Placement EC = Early Childhood DIS = Disciplinary PO = Phased Out RE = Reevaluation CS = Continuing Student		IP & EC				
REQUIREMENTS REVIEWED						
SOF Loc.	Identification (IP, EC)	X				
	Collection of new evaluation data (IP, EC, RE, PO, DIS)		X			
	Eligibility (IP, EC, RE, PO)			X		
	FAPE (IP, EC, RE, PO, DIS, CS, graduation)				X	
	Initial educational placement (IP, EC)					X
V.B.2.d	PWN sent to parent at required times					

File Sample Code: IP = Initial Placement EC = Early Childhood DIS = Disciplinary PO = Phased Out RE = Reevaluation CS = Continuing Student		RE & PO				
REQUIREMENTS REVIEWED						
SOF Loc.	Identification (IP, EC)					
	Collection of new evaluation data (IP, EC, RE, PO, DIS)		X			
	Eligibility (IP, EC, RE, PO)			X		
	FAPE (IP, EC, RE, PO, DIS, CS, graduation)				X	
	Initial educational placement (IP, EC)					
V.B.2.d	PWN sent to parent at required times					

File Sample Code: IP = Initial Placement EC = Early Childhood DIS = Disciplinary PO = Phased Out RE = Reevaluation CS = Continuing Student		DIS				
REQUIREMENTS REVIEWED						
SOF Loc	Identification (IP, EC)					
	Collection of new evaluation data (IP, EC, RE, PO, DIS)		X			
	Eligibility (IP, EC, RE, PO)					
	FAPE (IP, EC, RE, PO, DIS, CS, graduation)				X	
	Initial educational placement (IP, EC)					
V.B.2.d	PWN sent to parent at required times					

File Sample Code: IP = Initial Placement EC = Early Childhood DIS = Disciplinary PO = Phased Out RE = Reevaluation CS = Continuing Student		CS or Graduation				
REQUIREMENTS REVIEWED						
SOF Loc.	Identification (IP, EC)					
	Collection of new evaluation data (IP, EC, RE, PO, DIS)					
	Eligibility (IP, EC, RE, PO)					
	FAPE (IP, EC, RE, PO, DIS, CS, graduation)				X	
	Initial educational placement (IP, EC)					
V.B.2.d	PWN sent to parent at required times					

SOF Location	Instructions
Identification	A PWN must be provided when a student is referred for an INITIAL evaluation.
No Citation	<p>A preschool or school-aged student who is identified through child find measures as being a child with a possible disability <u>must</u> have a PWN in the file to indicate referral for evaluation for special education.</p> <p>Although the movement from AzEIP into LEA preschool services or the movement from preschool services into school-age services does not require a PWN for identification, components of the law and LEA policy may make this a practice in some districts wishing to make clear the distinction.</p> <p>Method: Determine if a PWN was provided to the parent at the time the referral for evaluation for special education was made. This must occur <u>before a MET/IEP team reviews existing data</u>. A PWN must be in the file for original referral of early childhood students identified by the district. If a PWN is not in the file of an early childhood student who was originally referred by the district for evaluation, mark this item O.</p> <p>Mark this item U for a student who transitioned from AzEIP to PEA services.</p>
Collection of New Evaluation Data	A PWN must be provided before obtaining consent for the collection of additional data or after the team determines that no additional data are needed in the evaluation process. This is the proposal, or refusal, to collect additional data for evaluation.
No Citation	<p>Within the discipline process, it is often necessary to collect additional evaluation data about the student. Or the team may determine that no additional data are needed to complete a manifestation determination, a functional behavioral analysis, or a behavior intervention plan. In either case, a PWN must be issued and parents must be informed of their rights.</p> <p>Method: Determine the date of the PWN. This date must be at the same time (or before) the request for parental consent for the collection of additional data and must clearly be <u>after</u> the team, including the parent, has reviewed existing data. If the team determined that no additional data were needed, the date of the PWN must be on, or after, the date of that decision. Compare the dates on the PWN with the dates recorded in the evaluation report or within the discipline paperwork.</p>

Eligibility	A PWN must be provided after the team has determined the eligibility of a student for special education. This completes the evaluation process. For preschool children, a PWN of eligibility for a preschool category should appear in every file of a child aged 4 or under. Preschool categories are: PSL, PSD, PMD, VI, & HI.
No Citation	Method: Determine the date of the PWN. The date must be the same as the day that the team determined the student's eligibility or lack of eligibility. The PWN may be dated the same day as the evaluation report, but <u>before a post- facto comprehensive report.</u>
FAPE	A PWN must be provided when there is a change or refusal to change the provision of FAPE: before implementation of an initial IEP or before a revised IEP can be implemented. In the case of a phase out or graduation with a regular diploma, a parent should know that all special education services will cease. A PWN must be given prior to the 11th day of suspension and/or before an accumulation of suspensions constituting a pattern and/or at the beginning of an expulsion, all of which require a change in services and the provision of FAPE. Prior to placement in an IAES, a PWN should be issued.
No Citation	<p>Method: In an initial placement and continuing student files, the date of PWN must be the same or following the date of an IEP meeting and <u>before</u> the date the services began. In the case of phase out, the PWN should be dated the same day that a student is found to be no longer eligible but may specify that service will end a reasonable time in the future. This allows parents time to pursue their rights or allows for a logical transition (end of semester, spring break). Parents must be made aware prior to the actual event that graduation with a regular diploma means educational services will cease.</p> <p>Compare the date on the PWN with the start/stop date of services on the IEP/date of graduation. The date of the PWN must be <u>prior</u> to the date services are to begin or end, or the date of graduation.</p> <p>In the discipline files, determine if the date of the PWN was <u>prior</u> to the 11th day of suspension; <u>prior</u> to an accumulation of suspensions constituting a pattern; and/or at the beginning of an expulsion. Determine if the PWN was sent prior to placement in an IAES.</p>

Educational Placement	A PWN must be provided when there is a change or refusal to change the educational placement. Every child aged 4 and under should have a PWN in the file for the initial education placement. Service provided by the educational agency constitutes educational placement even though the child may have received services from another agency as a child with a disability.
No Citation	<p>Note: For the purposes of PWN, the movement to a more restrictive or less restrictive environment is treated as a change in FAPE, not a change in placement.</p> <p>Method: In initial placement files of school-aged students and in early childhood files, the date of the PWN must be prior to initial placement in special education. Compare the date of the PWN and the date that the change of placement occurred (services began).</p>
V.B.2.d	<p>Parents must be provided a PWN when the PEA proposes to change or refuses to change identification, evaluation, educational placement, and the provision of FAPE.</p> <p>One single PWN may track many of the decisions made by the PEA. In these cases, the prior written notice must clearly address each action taken by the PEA.</p> <p>Method: Verify the purpose of each notice provided at specified times. Use this information to determine compliance. If a single notice covered multiple purposes, determine process compliance (notice given at the correct time) for all that are appropriate.</p> <p>In each of the separate columns mark the item I if it is in compliance, or O if it is out of compliance or is missing.</p> <p>Each time a PWN should be issued is a separate call even if it was completed in a single notice.</p>
V.B.2.e	<p>In order to provide notice in the language of the parent, there must be documentation of the primary language of the parent. The notice must be written in language understandable to the general public.</p> <p>Method: Compare the language of the parent and the language in which the PWN was written. To be marked in compliance, the PWN must be in the primary language of the home. If the language of the home is not a written language or if the parent cannot read the written language, there must be substantial documentation that the PEA ensured the parents understood the content through the use of an interpreter. At parent written request, notices may be provided in English.</p>

No Citation	<p>A description of action(s) proposed or refused by the PEA is included. All actions and refusals must be identified, should be student centered, and should accurately reflect decisions made.</p> <p>Method: Documentation must include a description of actions proposed or refused by the team. Consider this item in compliance if there is no discrepancy noted.</p> <p>Example: NA = O</p> <p>Example: Jackie doesn't want to come to school. = O</p> <p>Example: The district proposes that services will be provided to John in accordance with his IEP developed on 09/05/02. The team declined to place John in a more restrictive math placement as requested by his math teacher. = I</p> <p>Example: The evaluation team proposes to collect additional information on Ian's behavioral functioning with standardized assessments. = I</p> <p>Mark this item I if the PWN contains the required component.</p>
No Citation	<p>An explanation of why the agency proposed or refused to take action is included.</p> <p>Method: There should be a statement that is student specific.</p> <p>Example: NA = O</p> <p>Example: Jackie's mom excuses her absences. = O</p> <p>Example: John's IEP has been reviewed and services have been adjusted according to his present levels of performance and goals in math. John is currently receiving a grade of C- in his regular education math class without modification in grade level or change in performance criteria. = I</p> <p>Example: Ian's performance in the classroom seems to be hindered by his behavior and the team needs the data to accurately assess eligibility and develop appropriate behavioral strategies. = I</p> <p>Mark this item I if the PWN contains the required component.</p>

No Citation	<p>A description of any options considered and why options were rejected is included.</p> <p>Method: Documentation should relate specifically to the student.</p> <p>Example: NA = I</p> <p>Example: The alternate school is full. = I</p> <p>Example: While the team discussed increasing the special education services provided for John, it was decided that he continues to require resource room assistance in reading and written expression and paraprofessional support in his regular education math class. Due to his success in math, a resource math placement was not seen as appropriate. = I</p> <p>Example: The team believes that observations alone are not enough information about Ian's current behaviors. = I</p> <p>Mark this item with I if it contains the required component.</p>
No Citation	<p>A description of evaluation procedures, test, records used as a basis for the decision is included.</p> <p>Method: Documentation must support the basis on which the decision rests.</p> <p>Example: NA = O</p> <p>Example: Jackie's counselor said she had always had these problems with attendance. = O</p> <p>Example: The team considered John's quarterly progress reports, weekly test grades, scores on the district CRT, and work completion data. = I</p> <p>Example: There has been no standardized assessment of Ian's behavior in the past and his parents report that he has never had any behavioral difficulty before. They further report that there has been nothing in his family life that might account for the problematic behaviors. = I</p> <p>Mark this item I if the PWN contains the required component.</p>

No Citation	<p>A description of any relevant factors is included.</p> <p>Method: Documentation related to other factors should be evident.</p> <p>Example: NA = O</p> <p>Example: This school has a strict discipline and attendance policy. = O</p> <p>Example: John continues to need additional direction from the paraprofessional in order to complete assigned work. He has demonstrated ability in working with the peer tutor and cooperative learning groups that are used in the regular education math. = I</p> <p>Example: Because of the recent behavioral concerns, the evaluation team has chosen not to wait until next April when Ian's reevaluation is due. Parents signed consent for assessment on this date. = I</p> <p>Mark this item I if the PWN contains the required component.</p>
No Citation	<p>If the notice is not an initial referral for evaluation, a statement of how a copy of procedural safeguards notice (PSN) can be obtained is included.</p> <p>Method: There must be a statement of the contact person within the district/at the school site that can provide PSN.</p> <p>Mark this item I if the PWN contains the required information. If the notice was for initial referral for evaluation, the PSN should have been sent with the PWN and may be marked U.</p>
No Citation	<p>Sources to obtain assistance in understanding notice are included.</p> <p>Method: There should be contacts available including address and telephone numbers for a number of parent resources including: Arizona Department of Education/Exceptional Student Services, Arizona Center for Disability Law, and Raising Special Kids.</p> <p>Mark this item I if the PWN contains the required component.</p>

V.B.3.c	<p>The prior written notice includes all required components.</p> <p>Method: Evaluate each column. Do not make this compliance call until you have reviewed all of the items related to this citation.</p> <p>For the notice to be in compliance you must find appropriate documentation for components 1–5. If any one of the first 6 components is not appropriately documented, you must mark the entire item O.</p> <p>Component 6 may be marked as U if the notice is an initial referral for evaluation. If the notice is not a referral for initial evaluation, then component 6 must also be documented in the PWN correctly.</p> <p>Component 7, sources for assistance, must also be in compliance before a final call of I can be made on V.B.3.c.</p>
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